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ABSTRACT

This bibliography has four major sections, including: (1) the learning and teaching of English in large classes; (2) the learning and teaching of other subjects in large classes; (3) class size and achievement; and (4) cultural background and large classes. Both published and unpublished materials are contained in the bibliography. The bibliography is partially annotated. (JL)

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LANCASTER - LEEDS
LANGUAGE LEARNING IN LARGE CLASSES
RESEARCH PROJECT

LEARNING AND TEACHING IN LARGE CLASSES :
A BIBLIOGRAPHY

HYWEL COLEMAN

PROJECT REPORT NO. 1

Hywel Coleman

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Research Project

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Please see the last two pages of this report for details of other publications in the Project Report series, and for ordering information.

CONTENTS

Introduction	3
Section 1 : The learning and teaching of English in large classes	9
1.1 General published materials	9
1.2 Publications of the Language Learning in Large Classes Research Project	25
1.3 General unpublished materials	27
1.4 Unpublished works by members of the Language Learning in Large Classes Research Project	31
1.5 University of Leeds M.Ed. assignments	34
Section 2 : The learning and teaching of other subjects in large classes	35
Section 3 : Class size and achievement	47
Section 4 : Cultural background to large classes	62

Introduction

1 Organisation

The Bibliography has four major sections : The learning and teaching of English in large classes; The learning and teaching of other subjects in large classes; Class size and achievement; and Cultural background to large classes.

Section 1 is itself sub-divided, according to the source or type of reference. Sub-section 1.1, the longest, contains published materials on the teaching of English in large classes. Sub-section 1.2 lists the publications of the Language Learning in Large Classes Research Project. A range of miscellaneous unpublished materials are listed in Sub-section 1.3. The next sub-section has the title "Unpublished works by members of the Language Learning in Large Classes Research Project"; in fact, it lists all the papers which members have presented in colloquia and panel discussions organised by the Project over the last few years. Some of these papers have subsequently been published, and these are indicated appropriately. In cases where members of the Project have produced 'independent' unpublished papers which are not associated with the public events organised by the Project, these are listed under the "General unpublished" heading in Sub-section 1.3. The final sub-section, 1.5, lists Negotiated Studies and Dissertations dealing with large classes which have

been produced by M.Ed. and M.Ed.TESOL students at the University of Leeds in recent years.

The next major part of the Bibliography, Section 2, lists works, both published and unpublished, which discuss the teaching of subjects other than English in large classes. Section 3 concentrates on the relationship between class size and achievement. Finally, Section 4 - a very short section - lists works which provide background from Chinese, Arabic and Ivorian society regarding the role of large classes in traditional education systems.

2 Scope

The first version of the bibliography on large classes, containing only a handful of items, appeared in 1987. Since then, it has been revised and expanded on frequent occasions, and it is the eleventh version which now appears as Project Report Number 1. Version 9, published by the British Council in April 1988, contained a total of 40 entries. Version 10, distributed by the Project in October 1988, had 98 entries. The present version has a total of 367 entries, distributed as follows :

Section 1		159
1.1	92	
1.2	12	
1.3	18	
1.4	32	
1.5	5	
Section 2		79

Section 3
Section 4

126
3

The original suspicion that the literature has almost nothing to offer on the question of large classes has not, therefore, been confirmed.

Almost all the entries in Section 1 (apart from those in Sub-section 1.4) have been annotated and a reasonable degree of thoroughness can probably be claimed for this part of the Bibliography. However, regular updating will still be required, and there is clearly potential for Sub-section 1.3, the list of unpublished works, to expand further as more references come to light.

Many but by no means all of the entries in Section 2 - those dealing with the teaching of other subjects in large classes - have been annotated, although a considerable proportion of the abstracts are taken from secondary sources. It is likely that, without too much trouble, this Sub-section could be much expanded.

Section 3 - which deals with the relationship between class size and achievement - is already fairly long, with 126 entries, but it could certainly be expanded even further. Furthermore, very few of the entries in this Section have been annotated.

Thus it can be seen that the present version of the Bibliography is merely one in a continuing series and that further versions will be required in the future. The three major sections of the Bibliography are arranged in order of decreasing thoroughness, from the teaching of English in large classes, through the teaching of other subjects, to the relationship between size and learning.

3 Sources

Users of the Bibliography will rapidly discover that many entries are not to be found in easily accessible sources. Many of the items in Section 1 are either completely unpublished or have been published in teachers' association newsletters and journals which have a limited geographical distribution (such as *SPELT Newsletter* from Pakistan, *The Language Teacher* from Japan, and *Newsletter for Portuguese Teachers of English*). Very often, my attention has been drawn to materials of these types by colleagues in other parts of the world. Indeed, the bibliography will continue to grow only if this process continues.

The entries in Section 2, by definition, are drawn from disciplines other than language teaching. To some extent I have depended on chance discoveries, but I have also drawn heavily on the bibliographies of Bolton 1988, Bolton 1989 and Weimer and Kerns 1987. Once again, this Section can develop further only

with the assistance of colleagues who bring new items to my attention.

Section 3, as has been observed, is the least thorough of the Bibliography's three major parts. It is largely a fusing of items taken from the bibliographies provided by Bolton 1989, Glass, Cahen, Smith and Filby 1982, Ryan and Greenfield 1975, Ryan and Greenfield 1976, and Wright, Shapson, Eason and Fitzgerald 1977. Nicki McLeod has been instrumental in providing copies of most of these secondary sources. A very great deal more work is required here, both to annotate the entries which already exist and to extend the list.

4 Notes on presentation

This is a partly annotated Bibliography. Where an abstract is provided, it is descriptive rather than evaluative (except in the case of items which themselves are book reviews).

An abstract is my own if there is nothing which indicates that it comes from any other source, as in the following example :

[Fast and furious drilling techniques developed for use with classes of 55 in a Mexican university. Completely teacher-centred.]

Quotation marks but with no other indication of source mean that the material is taken from the original item or from an abstract provided by its author, as in the following :

["High quality instruction can be achieved in a foreign language classroom even though the class may be large by traditional standards, with as many as 60 students. Attitudes, class structure, classroom activities, and the teacher's role all play a part in this process in such classes."]

In cases where secondary sources have been used, the source is always indicated. If this is accompanied by an abstract, this abstract may be a rephrasing of that given in the secondary source, as in the first of the two examples which follow, or it may be a direct quotation from the secondary source, as in the second of these examples :

[Reference from Weimer and Kerns 1987. Discusses reliability and validity of different tests when used in large classes.]

[Reference from Bolton 1989. "The large class is perceived in student evaluations to be effective if it is well managed, if the teacher is obviously well-prepared, and when the pace of the class is on par with the student's learning pace."]

5 Conclusions

I would like to thank the many colleagues who have brought items to my attention. I would also like to take this opportunity of encouraging colleagues to continue to assist me in this way.

Section 1 : The learning and teaching of English in large classes

1.1 General published materials

Adams, Carl. 1986. The new methods in large classes : I : Community language learning in large classes. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 20-21.

[Argues that CLL can be adapted for use in large classes because it is primarily concerned with learners' needs. Nevertheless, disadvantages increase with increasing size.]

Adamson, Charles E. 1986. The new methods in large classes : III : Suggestopedia in large classes. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) p 22.

[Though originally designed for classes of about 12, Suggestopedia can be used with up to 100, though with decreasing efficiency.]

Allard, Fusako. 1986. The new methods in large classes : II : The Silent Way in the large classroom. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 21-22.

[Traces history of use of Silent Way in large classes. Suggests that there are no disadvantages in using Silent Way in large classes.]

Allwright, Dick. 1982. Reporting group work. *Modern English Teacher*, Volume 10, Number 2. pp 50-51.

[Based on experience of teaching English to classes of sixty and teachers' workshops with up to eighty people. Recommends blackboard response charts and posters as alternatives to time-consuming oral presentations from group representatives.]

Anderson, Fred. 1987. Creative strategies for large class management. *Cross Currents*. Volume 14, Number 1, Fall/Winter 1987. pp 1-16.

[Presents techniques used with classes of 50+ at Hakodate University, Japan : information gap, pair dictation, and matrix quiz game. Also discusses indexing as a whole-class management procedure, and a taxonomy of organisational strategies.]

Barker, Ann. 1976. Instant English and related techniques. In John F. Fanselow and Ruth H. Crymes (eds), *On TESOL '76*. Washington, D.C. : TESOL. pp 11-16.

[Fast and furious drilling techniques developed for use with classes of 55 in a Mexican university. Completely teacher-centred.]

Baxter, Andy. 1989. Essay correction and large classes. *Newsletter for Portuguese Teachers of English*, Volume 10, Number 3, Summer 1989. pp 22-24.

[Rejects traditional marking. Proposes 'devolution' of responsibility, via awareness raising, group marking, and then self-marking.]

Bell, Alexander. 1842. *Principles of Simultaneous Reading Adapted for Classes of Five Hundred or One Thousand Pupils*. London.

[Reference from p 116 of J.R.Firth. 1957. The English school of phonetics. In J.R.Firth, *Papers in Linguistics 1934-1951*. London : Oxford University Press. pp 92-120. Alexander Bell was the grandfather of Alexander Graham Bell.]

Bibić, Vjekoslav. 1974a. We enjoy group work. *English Teaching Forum*, Volume 12, Number 3, July 1974. pp 38-39.

[Describes group work with classes of 30-35 primary school children in Yugoslavia. See also Bibić 1974b.]

Bibić, Vjekoslav. 1974b. Group work : A way to reach the individual. *English Teaching Forum*, Volume 12, Number 4, October 1974. pp 61-64.

[Follows on from Bibić 1974a, with a more detailed description of group work with classes of 30 primary school children. Teacher intervention is fairly frequent and much of the work done in the groups is structural.]

Billows, F.L. 1961. *The Techniques of Language Teaching*. London : Longman.

[Chapter 5, "Unsupervised work", includes a short section on "Large classes and personal supervision", pp 72-73. In large classes, as learners progress, more and more of their work must be undertaken in pairs or in groups, without direct teacher supervision. But each period of group work must be followed by a period of solitary "reflection and absorptive study" (p 72).]

Bott, Donald E. 1979. Fun and games : Large conversation class involvement. *Guidelines*, Number 1 (Special Issue on Communication Activities), June 1979. pp 45-59.

[The "large conversation class" is defined as having "twenty or more" learners. Proposes whole-class games and role plays.]

Bruder, Mary and Paulston, Christina Bratt. 1987. *Teaching English in Large Classes : A VideoCassette and Print Material Program for Teacher Training*. Washington, D.C. : United States Information Agency.

[The video and print materials were commissioned by USIA. They consist of "a short videocassette ..., a series of workshop activities, and a number of reprint articles from the *English Teaching Forum*. The training package is aimed at the needs and abilities of foreign teachers of English, those in-service and those training to be teachers." Nine

articles are reprinted from *English Teaching Forum*, but only four deal with large classes. These are listed below and noted individually in this section :

Long, Michael. 1987.

Williams, Carol Fedyk and Williams, Terrence Lee. 1987.

Samuda, Virginia and Bruton, Anthony. 1987.

Dixon, Duncan. 1987.]

Byrne, Donn. 1988. *Focus on the Classroom : Selected Articles*. Oxford : Modern English Publications. ISBN 0-906149-87-8.

[Chapter 12, "Simulation work with large classes", pp 41-46, considers the organisation of simulations in "a class of thirty or more students". Recommends that every learner in a class of 30+ can be given a role, as a "major" speaking participant, as a "minor" speaking participant, or as a "listener" (e.g. as a journalist making notes on a meeting).]

Campbell, Russell. 1963. The oral approach with large classes. In *Theory and Practice in English as a Foreign Language*. Ann Arbor, Michigan : Research Club in Language Learning.

[Reference from Bruder and Paulston 1987.]

Caprio, Mark. 1989. Myths surrounding language instruction in large classrooms. *The Language Teacher*, Volume 13, Number 1, January 1989. pp 39-40.

[Discusses ELT situation in Japanese universities, in which large classes are a prominent phenomenon. Seeks to dispel three myths : that students can learn only within the classroom, that teachers must control learning, and that students will not study unless they are tested. Proposes alternative forms of classroom management.]

Casañas, Magi. 1984. Getting students in large classes to speak. *The Calendar*, April 1984. (Barcelona : International House.)

Chimombo, Moira. 1986. Evaluating compositions with large classes. *ELT Journal*, Volume 40, Number 1, January 1986. pp 20-26.

["... evaluating ... pupils' compositions can be much more interesting than the traditional way of marking every mistake and possibly correcting it too. This article is an attempt to give teachers a few alternative techniques for evaluating compositions, techniques for dealing with sentence-, paragraph- and composition-level errors."]

Christensen, Torkil. 1984. Teaching English to non-English majors at Sapporo University, 1983-84. *Journal of the Faculty of General Education, Sapporo University*, Volume 24. pp 35-53.

[Describes a course for classes of 50 to 60 management students. The method involves simplification of a story presented on the blackboard, with subsequent exercises growing out of the story.]

Christensen, Torkil. 1986. An approach to English composition for college freshmen in an EFL situation. *Hokusei Gakuen Joshi Tanki Daigaku Kiyo*, Volume 23. pp 79-86.

[Based on a paper presented at the 1985 JACET conference in Nagoya. Discusses problem of marking written work produced by classes of 65 students. "The approach to English composition detailed here involves the rewriting of model stories to conform to specified situations. It enables students to write large volumes of correct English without the use of dictionaries or rephrasing into Japanese."]

Christensen, Torkil (ed.). 1988a. *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.).

[Includes several articles and items, most of which are concerned with large classes. The following deal specifically with large classes and are noted separately in this section (unless indicated otherwise) :

LoCastro, Virginia. 1988.

Crowe, Chris, Jackson, Susan and Viswat, Linda. 1988.

Lockett, Joseph W. 1988.

Reinelt, Rudolf. 1988a (see Section 2 below).

Redfield, Michael. 1988.

Christensen, Torkil. 1988b.]

Christensen, Torkil. 1988b. Reviews in brief. In Torkil Christensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) p 45.

[Review of Nolasco and Arthur 1988. "*Large Classes* makes considerable effort to be relevant to the conditions teachers meet," but occasionally it "gives the impression that it has forgotten what it is dealing with."]

Clarke, David J. Forthcoming. *Teaching Large Classes*. London : Language Teaching Publications.

Coleman, Hywel. 1987a. Teaching spectacles and learning festivals. *ELT Journal*, Volume 41, Number 2, April 1987. pp 97-103.

[Describes an attempt to bring about a radical change in the behaviour of teachers and learners in ELT classrooms in an Indonesian university. Average class size was 55; some classes had 110 learners.]

Coleman, Hywel. 1987b. "Little tasks make large return" : Language teaching in large crowds. In Dermot Murphy and Christopher N. Candlin (eds), *Task and Exercise Design*. (Lancaster Practical Papers in English Language Education, Volume 7.) London : Prentice-Hall. 0-13-523085-3. pp 121-145.

[Describes the experiment discussed in Coleman 1987a in greater detail, concentrating on task design.]

Coleman, Hywel. 1988a. Language learning in large classes project. *English Teaching Information Circular*, Number 20,

February 1988. pp 14-17.

[A description of the work of the Lancaster-Leeds Language Learning in Large Classes Research Project. This has since been superseded by Project Report Number 2, *The Study of Large Classes*.]

Coleman, Hywel. 1988b. Language learning in large classes : a bibliography. *English Teaching Information Circular*, Number 21, June 1988. pp 14-20.

[An earlier version of the present bibliography. This was the ninth version; the present one is the eleventh.]

Coleman, Hywel. 1989. The relationship between large class research and large class teaching. *SPELT (Society of Pakistan English Language Teachers) Newsletter*, Volume 5, Number 1, December 1989. pp 2-10.

[Reviews the Lancaster-Leeds Language Learning in Large Classes Research Project and focuses on teachers' reports of problems in large classes. Proposes five pedagogical principles which emerge from the categories of problem identified.]

Coleman, Hywel. Forthcoming. What primary ELT teachers in Sabah think of large classes. In J.Jarvis and C.Kennedy (eds), *Ideas and Issues in Primary Level ELT*. London : Nelson.

[38 primary ELT teachers in Sabah, East Malaysia, with classes of up to 60, participated in a questionnaire survey. The paper discusses what the teachers would like to do in their large classes but cannot, what makes teaching in large classes difficult for them, and the ways in which they compensate for their large classes.]

Criper, C. 1986. Communicative language teaching and extensive reading. *Institute of Language in Education Journal*, Volume 2, 1986. pp 7-16.

[In a short section, pp 8-9, uses class size as one of several arguments against employing an interactive interpretation of "communicative" language teaching : "In summary, group work in any class makes extra calls on the teachers' confidence, expertise and willingness to do extra work. Large classes make such work impossible."]

Crowe, Chris, Jackson, Susan and Viswat, Linda. 1988. Divide and conquer : survival and success in large classes. In Torkil Chistensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) pp 11-12.

[Discusses English conversation classes of 35-40 law students at Himeji Dokkyo University, Japan. Class time was divided into shorter, more intensive periods and class numbers were divided into smaller groups. Different tasks were then given to the various groups.]

Dixon, Duncan. 1986. Teaching composition to large classes. *English Teaching Forum*, Volume 24, Number 3, July 1986. pp 2-5, 10.

["It is possible to teach composition to large classes of students if teachers are willing to surrender some of the control of evaluation through peer response, allow the students to do some writing that will not be evaluated, and limit the number and type of comments they make about their students' writing to those that are most useful." Reprinted as Dixon 1987 and Dixon n.d.]

Dixon, Duncan. 1987. Teaching composition to large classes. In Mary Bruder and Christina Bratt Paulston, *Teaching English in Large Classes : A VideoCassette and Print Material Program for Teacher Training*. Washington, D.C. : United States Information Agency. pp 49-54.

[Reprint of Dixon 1986.]

Dixon, Duncan. n.d. [1989] Teaching composition to large classes. In Anonymous [United States Information Agency], *Individualized Instruction, Group Work, and Pair Work : Ten Articles from the "English Teaching Forum"*. Place and publisher not stated [Washington, D.C. : United States Information Agency]. pp 37-42.

[Reprint of Dixon 1986.]

Dobbyn, Michael. 1976. An objective test of pronunciation for large classes. *English Language Teaching Journal*, Volume 30, Number 3, April 1976. pp 242-244.

[Proposes a simple test of ability to pronounce phonemes in sentence-length contexts. Average administration time is 85 seconds per learner, so the procedure can easily be used with large numbers.]

Edge, Julian. 1980. Teaching writing in large classes. *English Language Teaching Journal*, Volume 34, Number 2, January 1980. pp 146-148.

[Identifies two problems when teaching writing in large classes : providing opportunities for preliminary discussion, and marking. Proposes a procedure, developed with classes of 48 at the University of Alexandria, Egypt, in which the teacher indicates merely the location of errors in written work, but then learners correct their peers' errors and provide feedback.]

Faulkner, J. 1986 *Games for Large Classes : EFL Activities for Lower Intermediate Secondary and Vocational Students*. Canterbury : Pilgrims Publications. ISBN 0-948437-0.

[Collection of communicative activities for secondary level classes of 30-40. Some activities are designed so that they can be used *only* with larger classes.]

Forrester, Jean. 1964a. Teaching English to large classes : 1. *English Language Teaching*, Volume 18, Number 3, April 1964. pp 98-102.

[Discusses use of choral reading and choral answering/drilling, in sections (i.e. rows or blocks) rather than the whole class. Discussion continued in Forrester 1964b, 1965a and 1965b.]

Forrester, Jean. 1964b. Teaching English to large classes : 2. *English Language Teaching*, Volume 19, Number 1, October 1964. pp 13-17.

[Continuation from Forrester 1964a. Discusses use of "limited individual reading, controlled individual answers, and quick drills" to enable every individual learner to have oral production checked by teacher. Provides hints for rapid marking of written drills. Discussion continued in Forrester 1965a and 1965b.]

Forrester, Jean. 1965a. Teaching English to large classes : 3. *English Language Teaching*, Volume 19, Number 4, July 1965. pp 159-164.

[Continuation from Forrester 1964a and 1964b. Discusses use of groups, particularly with younger learners. Discussion continued in Forrester 1965b.]

Forrester, Jean. 1965b. Teaching English to large classes : 4. *English Language Teaching*, Volume 20, Number 1, October 1965. pp 68-72.

[Continuation from Forrester 1964a, 1964b and 1965a. Considers use of groups in large classes, particularly with older learners, for writing precis and compositions.]

Forrester, Jean F. 1968. *Teaching without Lecturing*. Bombay : Oxford University Press.

[Chapter 3, "Dealing with the large class", pp 22-31, discusses the use of groups in school and college classes of up to 160. Identifies several advantages, makes suggestions for avoiding problems, and emphasizes the importance of extremely detailed planning.]

Gauntlett, J.O. 1961. *Teaching English as a Foreign Language*. London : Macmillan. 2nd edition. (1st edition 1957.)

[Chapter 8, "Organisational problems, and retrospect and prospect", considers "organisation of the class" in a short section and comments : "For intensive work, classes of ten or so are desirable, but for purely mechanical work hundreds, according to Dr Richards, may learn at one time. Any type of mass production, however, is not without its weaknesses." (p 111)]

Griffie, Dale. 1986. The new methods in large classes : IV : TPR in large classes. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 22-25.

[A large class is defined as having "40 or more". Recommends various ways of using TPR for giving instructions to groups in the context of large classes.]

Grittner, Frank M. 1977. *Teaching Foreign Languages*. New York : Harper & Row. 2nd edition. (1st edition 1969.)

[Discusses foreign language teaching in the context of American high schools. Chapter 4, "How well can Americans learn a second language?", pp 65-78, looks at various constraints on language learning in the educational context, including scheduling. Considers experiments in "flexible scheduling", one of the assumptions underlying which is that "the size of a class group should vary from day to day and from class to class according to its purposes." Corollaries to this assumption suggest that certain learning activities are best performed individually, others in groups of six to eight, and yet others with groups of 100 or more (p 70, 1st ed; p 74, 2nd ed). The experiments in flexible scheduling have had varied success.]

Heath, Robert. 1982. Organizing groupwork in large English classes. *Guidelines*, Volume 4, Number 2, December 1982. pp 19-25.

["With a class of forty or more, the best argument is that 'groupwork' is a more economical and productive use of valuable class time for oral work." Briefly considers seating arrangements, noise, appointing group leaders, keeping groups busy, and production of errors.]

Helgesen, Marc (ed.). 1986a. *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.)

[Includes several articles and items, most of which are concerned with large classes. The following deal specifically with large classes and are noted separately in this section :

Nolasco, Rob and Arthur, Lois. 1986b.

Adams, Carl. 1986.

Allard, Fusako. 1986.

Adamson, Charles E. 1986.

Griffie, Dale. 1986.

Hoskins, Barbara. 1986.

Helgesen, Marc. 1986b.]

Helgesen, Marc. 1986b. Final thoughts : Problems, some possibilities, and a few tricks. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 32-33.

[Acknowledges problems of learners' shyness about speaking in front of 40 or 50 peers, of loss of personal contact between student and teacher, and of monitoring language use. Suggests solutions.]

Holliday, Adrian. Forthcoming. Large and small class cultures in Egyptian university classrooms : A cultural justification for curriculum change. In Hywel Coleman (ed.), *Society and the Classroom : Social Explanations for Behaviour in the Language Class*.

[A comparison of expatriate and local teaching styles in

Egyptian undergraduate English classes revealed different types of teacher-student rapport. "In small classes of less than 50, the traditional approach of local lecturers seemed more effective and culturally appropriate. However, in large classes of between 50 and 450, the more rationalised expatriate approach seemed more effective."]

Hoskins, Barbara. 1986. Four authors discuss their books on large classes. In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 27-32.

[The authors are Nicholas Ferguson, Marc Helgesen, George Isted, and Jack Richards. Questions discussed are : What is a large class? What are major problems facing teachers of large classes? Are there any advantages for teachers of large classes? What is the role of drill in large classes? How do authors' materials meet needs of large classes?]

Hubbard, Peter, Jones, H., Thornton, B. and Wheeler, R. 1983. *A Training Course for TEFL*. Oxford : Oxford University Press.

[Chapter 10, "Special techniques for problem classes", has a section "Dealing with large classes", pp 303-309. Concentrates on pair work and on group work with mixed ability classes.]

Hussain, Abbas M. and Sarwar, Zakia. 1989. The English language teaching scene in Pakistan : Problems and prospects. *SPELT (Society of Pakistan English Language Teachers) Newsletter*, Volume 4, Number 3, July 1989. pp 9-13.

[Identifies eight issues affecting the current state of ELT in Pakistan. One of these is "classes", and specifically class numbers. "One must realize, however, that large numbers of students are a reality that will remain so for a long time to come. The need then is for innovative classroom management techniques ... rather than expecting class numbers to go down."]

Itzen, Richard J. 1986. Teaching at an open university. *TESOL Newsletter*, Volume 20, Number 6, December 1986. p 27.

[Discusses situation at Ramkhamhaeng University, Bangkok, where classes have from 200 to 5000 students at a time. Lectures and closed-circuit television are used; some lecturers encourage students to submit written questions beforehand and the lecture is used to respond to these questions.]

Johnson, Judith A. 1988. A communicative approach to evaluating communicative competence in large foreign language classes. *Modern English Teacher*, Volume 16, Number 2, Winter 1988-89. pp 35-40.

[Describes method used with large college classes in China and Korea to evaluate learners' oral communicative ability. Learners sit in a circle and discuss a given or selected topic for 15 minutes, while the teacher/tester listens. At

elementary level individuals are scored; at higher levels both the individual and the group are scored.]

Koike, Ikuo (ed.). 1983. *General Survey of English Language Teaching at Colleges and Universities in Japan : Teachers' View*. Tokyo : General English Institute of Educational Research, Keio University.

[Reference from LoCastro 1988. Respondents to questionnaire survey gave 40 as the ideal class size. There was a marked increase in teacher dissatisfaction when classes exceeded this number.]

Koike, Ikuo (ed.). 1985. *General Survey of English Language Teaching at Colleges and Universities in Japan : Students' View*. Tokyo : General English Institute of Educational Research, Keio University.

[Reference from LoCastro 1988. 35% of student respondents to questionnaire survey were satisfied in classes of 20 or less, 34% in classes of 21-30, and 21% in classes of 31-40.]

Kramsch, Claire J. 1987. Interactive discourse in small and large groups. In Wilga M. Rivers (ed.), *Interactive Language Teaching*. Cambridge : Cambridge University Press. ISBN 0-521-31108-X. pp 17-30.

[A "large group" simply means the whole class, i.e. 25 learners. A "small group" is a sub-division of the whole class, i.e. 3 or 4 learners. Discusses ways of bringing appropriate discourse procedures to the attention of learners.]

Lanier, Lois K. 1985. Job satisfaction among ESL teachers in higher education. *NATESOL Working Papers*, Volume 2. Washington, D.C. : Washington Area Teachers of English to Speakers of Other Languages.

[Reference from Bolton 1989. Class size is one factor affecting job satisfaction.]

Littlejohn, Andrew. 1987. Using group work with large classes. *Practical English Teaching*, Volume 7, Number 3, March 1987. pp 38-39.

[Suggests sets of exercises of different difficulty levels for classes of 40-70.]

LoCastro, Virginia. 1988. Research on large-size classes : A progress report. In Torkil Chistensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) pp 7-11.

[Survey of research on ELT class size in Japan. Concludes by asking : "Do large-size classes produce less learning or just different learning? Can we place a value on such learning as being 'good' or 'bad' or just different? ... Large-size classes may ... be a complex issue involving at the very least culture, ideology, and values." Reprinted as LoCastro 1989.]

LoCastro, Virginia. 1989. Research on large-size classes : A progress report. *University of Tsukuba Foreign Language Center Annual Bulletin*. Sapporo : University of Tsukuba.
[Reprint of LoCastro 1988.]

Long, Michael H. 1975. Teaching English in Mexican schools : The problem of large classes. *NEXTESOL Bulletin*, Volume 1, Number 3. pp 7-14.

[Reference from Bruder and Paulston 1987.]

Long, Michael H. 1977. Teaching English in large classes. *English Teaching Forum*, Volume 15, Number 1, January 1977. pp 40-42.

[Considers four aspects of language teaching with classes of 60 : the classroom environment, differences between individual students, opportunities for individual participation, resources for learning. Discussion of each aspect is accompanied by suggestions, with emphasis on the use of groups. Reprinted as Long 1983, Long 1987 and Long n.d..]

Long, Michael. 1983. Teaching English in large classes. In Donald L. Bouchard and Louis J. Spaventa (eds), *A TEFL Anthology : Selected Articles from the English Teaching Forum 1973-78*. Washington, D.C. : United States Information Agency. pp 117-119.

[Reprint of Long 1977.]

Long, Michael. 1987. Teaching English in large classes. In Mary Bruder and Christina Bratt Paulston, *Teaching English in Large Classes : A VideoCassette and Print Material Program for Teacher Training*. Washington, D.C. : United States Information Agency. pp 14-17.

[Reprint of Long 1977.]

Long, Michael. n.d. [1989] Teaching English in large classes. In Anonymous [United States Information Agency], *Individualized Instruction, Group Work, and Pair Work : Ten Articles from the "English Teaching Forum"*. Place and publisher not stated [Washington, D.C. : United States Information Agency]. pp 43-46..

[Reprint of Long 1977.]

Luckett, Joseph W. 1988. Motivation in the large classroom. In Torkil Chistensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) pp 13-15.

[Students appear to be unmotivated because large classes are intimidating. This can be overcome by forming permanent groups within the class, using tasks, and getting students to make their own materials. Any change requires careful preparation for it to be accepted.]

Moon, Jaynee and Haihambo, Naftal. 1988. An interview with a Namibian primary school teacher. *The Young Learner : IATEFL Young Learners Special Interest Group Newsletter*, Number 5, October 1988. pp 5-6.

[The interview is based on the questionnaires developed by the Lancaster-Leeds Language Learning in Large Classes Research Project. Classes range from 40 to 115; ages range from 6 to 23.]

Nolasco, Rob and Arthur, Lois. 1986a. You try doing it with a class of forty! *ELT Journal*, Volume 40, Number 2, April 1986. pp 100-106.

[Describes gradual approach adopted by teacher trainers working with British teachers of large classes in Morocco. The introduction of change in the classroom should itself be done gradually and should involve an element of learner training. Reprinted as Nolasco and Arthur 1986b.]

Nolasco, Rob and Arthur, Lois. 1986b. You try doing it with a class of forty! In Marc Helgesen (ed.), *Teaching Large Classes*. (Special issue of *The Language Teacher*, Volume 10, Number 14, December 1986.) pp 4-9.

[Reprint of Nolasco and Arthur 1986a.]

Nolasco, Rob and Arthur, Lois. 1988. *Large Classes*. (Essential Language Teaching Series.) London: Macmillan. 0-333-43672-5.

[Definition of "large class" depends on experience of teacher involved and may range from 20 to "several hundred". Provides a simple introduction to language teaching in fairly difficult circumstances, with an emphasis on communicative techniques. Reviewed in Christensen 1988b.]

Palmer, Adrian S. 1979. A communication activity for large EFL classes. *Guidelines*, Number 1 (Special Issue on Communication Activities). June 1979. pp 60-67.

[The large class has "fifty or more" students. Recommends "Dialogue Games" for pairs of students being taught by non-native speaker teachers who are unsure of their competence in the target language. Though the games are highly structured, it is claimed that they help to develop "integrated" rather than "compartmentalized" control of the language.]

Pearson, E. 1984. Oral interactive testing at a Japanese university. *Cross Currents*, Volume 11, Number 2. pp 1-12.

[Reference from Johnson 1988. Presents "an oral test based on role play that can be used for large groups."]

Redfield, Michael. 1988. Required freshman English: what do you do? In Torkil Christensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) pp 35 & 39.

[Describes problem of university level compulsory freshman English classes in universities in Japan with over 50 poorly motivated non-English major students. Concentrates on listening skills, partly because this is less threatening than other activities.]

Samuda, Virginia and Bruton, Anthony. 1981. Tango-seated pairs in the large classroom. *English Teaching Forum*, Volume 19, Number 1, January 1981. pp 22-25.

[Large classes are defined as having 40+ students. The paper describes a procedure for facilitating pair work in state secondary schools in Singapore. Suggestions are provided for vocabulary, drills, dialogues, pronunciation, reading and writing with tango seating.]

Samuda, Virginia and Bruton, Anthony. 1987. Tango-seated pairs in the large classroom. In Mary Bruder and Christina Bratt Paulston, *Teaching English in Large Classes : A VideoCassette and Print Material Program for Teacher Training*. Washington, D.C. : United States Information Agency. pp 27-31.

[Reprint of Samuda and Bruton 1981.]

Samuda, Virginia and Bruton, Anthony. n.d. [1989] Tango-seated pairs in the large classroom. In Anonymous [United States Information Agency], *Individualized Instruction, Group Work, and Pair Work : Ten Articles from the "English Teaching Forum"*. Place and publisher not stated [Washington, D.C. : United States Information Agency]. pp 32-36.

[Reprint of Samuda and Bruton 1981.]

Sarwar, Zakia. 1983. Handling large classes. Paper presented at First International ELT Conference. Islamabad.

[Provides suggestions for working with large classes in Pakistan, in situations where "the physical presence of 150 to 200 students in a class is a hard fact that cannot be ignored." These suggestions include the formation of groups, the use of games, and confidence-boosting activities for the teachers of large classes.]

Sarwar, Zakia. 1990. Adapting individualisation techniques for large classes. Paper presented at the 29th TESOL Convention. San Francisco, 6th-10th March 1990.

[Identifies large classes as one of three problems facing ELT in Pakistan. Describes an experiment, with a voluntary class of 104 young female adults, to increase individualisation of learning tasks and individualisation in large classes.]

Sarwar, Z., Shamim, F. and Kazi, A.M. 1985. *A Think-Out on Oxford English for Colleges*. Karachi : Kifayat Academy. pp 92-94.

[Appendix II, pp 92-94, on "Group work and pair work", provides suggestions for pair and group work in classes of 100 or more. Suggestions are in two main areas : the formation of groups, and the correction of written work.]

Sevier, Marti. 1987. Teaching large classes : A learner-initiated workshop. In Prem Mathur (ed.), *Process-Oriented In-Service Education for English Teachers*. Singapore : The British Council. pp 42-50.

[Describes a teacher-training workshop session where

participants pooled problems and then pooled solutions to problems concerned with large classes.]

Shamim, Fauzia. 1989. Group work : Myth or reality? *SPELT (Society of Pakistan English Language Teachers) Newsletter*, Volume 4, Number 4, September 1989. pp 32-35.

[Record (by Mumtaz Shafaat) of a workshop which indicated that "pair work and group work can be successfully introduced at about any level, even with 'large' classes."]

Shamim, Fauzia. 1989. How to use communicative techniques in large classes. *SPELT (Society of Pakistan English Language Teachers) Newsletter*, Volume 4, Number 4, September 1989. pp 38-39.

[Describes how an individual, pair and group activity - suitable for use with large classes - was demonstrated in a workshop.]

Singh, V.D. 1980. Learners' dictionaries and large classes. *IAPL & EI (Indian Association for Programmed Learning and Educational Innovation) Journal*, Volume 4, January 1980. pp 28-36.

[Recommends using tasks based on learners' dictionaries, in groups, as an alternative to lecturing to large classes.]

Sprenger, Arnold. 1973. Group work in foreign-language learning : A report. *English Teaching Forum*, Volume 11, Number 5, September 1973. pp 12-15.

[Report on group work used with classes of 40-50 first year undergraduates at a university in Taiwan. Senior students were put in charge of small groups of freshmen students. Both sides gained from the experience; eventually the groups functioned without the senior students. Emphasises the reduction of stress experienced by students who, when speaking, are addressing only the other members of a small group rather than the whole class. See also Sprenger 1976.]

Sprenger, Arnold. 1976. Students teach students : A follow-up. *English Teaching Forum*, Volume 14, Number 1, January 1976. pp 42-43.

[Reports on developments of the experiment described in Sprenger 1973. Senior students are paired with freshmen and encouraged to develop a social life together outside the classroom using only the target language. 80 students (40 seniors, 40 juniors) could be accommodated in this way.]

Taska, Betty K. 1978. When you're outnumbered 100 to 1 : Effective teaching in large classes. In Charles H. Blatchford and Jacquelyn Schachter (eds), *On TESOL '78 : EFL Policies, Programs, Practices*. Washington, D.C. : TESOL. pp 157-164.

[Provides a series of hints, mostly adapted from other sources, on techniques appropriate for use in large classes.]

Thomas, Ian and Clarke, David. 1986. Teaching in large classes. In Richard Webber and Tony Deyes (eds), *Appropriate Methodology in ELT : A Report on the Dunford House Seminar, 14-24 July 1986*. London : The British Council. pp 83-84.

[Brief description of a workshop in which four groups of teachers concentrated on identifying positive aspects of large classes and preparing checklists of procedures for enriching large classes.]

West, Michael. 1960. *Teaching English in Difficult Circumstances : Teaching English as Foreign Language with Notes on the Technique of Textbook Construction*. London : Longmans, Green.

["By 'unfavourable conditions' we mean a class consisting of over 30 pupils (more usually 40 or even 50), congested on benches (not sitting at individual or dual desks, accommodated in an unsuitably shaped room, ill-graded, with a teacher who perhaps does not speak English very well or very fluently, working in a hot climate" (p 1). Chapter 2, "Useful devices in the large class" (pp 6-15), stresses the importance of helping learners to learn "how to learn" because they are not going to receive one-to-one teaching from the teacher.]

Williams, Carol Fedyk and Williams, Terrence Lee. 1979. Dealing with large classes : A course in individualized instruction. *English Teaching Forum*, Volume 17, Number 1, January 1979. pp 44-45.

[Discussion of an attempt to introduce ideas relating to individualisation in ESL teaching for teacher training classes at University of San Carlos, Guatemala. After graduating, the trainees can expect to teach classes of 60 to 100 pupils in the public school system. Reprinted as Williams and Williams 1987 and Williams and Williams n.d.]

Williams, Carol Fedyk and Williams, Terrence Lee. 1987. Dealing with large classes : A course in individualized instruction. In Mary Bruder and Christina Bratt Paulston, *Teaching English in Large Classes : A VideoCassette and Print Material Program for Teacher Training*. Washington, D.C. : United States Information Agency. pp 20-23.

[Reprint of Williams and Williams 1979.]

Williams, Carol Fedyk and Williams, Terrence Lee. n.d. [1989] Dealing with large classes : A course in individualized instruction. In Anonymous [United States Information Agency], *Individualized Instruction, Group Work, and Pair Work : Ten Articles from the "English Teaching Forum"*. Place and publisher not stated [Washington, D.C. : United States Information Agency]. pp 3-6.

[Reprint of Williams and Williams 1979.]

Zikri, M. and Holliday, A.R. 1989. Distance learning in large classes. In *Appropriate Methodology : Proceedings of the Seventh National Symposium on English Language Teaching in Egypt*. Cairo : Centre for Developing English Language Teaching, Ain Shams University.

[Reference from Holliday. Forthcoming.]

1.2 Publications of the Language Learning in Large Classes Research Project

Coleman, Hywel. 1989. *Learning and Teaching in Large Classes : A Bibliography*. (Project Report Number 1.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 00 X.

[The present report.]

Coleman, Hywel. 1989. *The Study of Large Classes*. (Project Report Number 2.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 01 8.

[Justifications for studying large classes; activities of the Language Learning in Large Classes Research Project; areas where further research is required.]

Allwright, Dick. 1989. *Is Class Size a Problem?*. (Project Report Number 3.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 02 6.

[Considers four interpretations of teachers' complaints about class size.]

Coleman, Hywel. 1989. *How Large Are Large Classes?*. (Project Report Number 4.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 03 4.

[Country-by-country analysis of 201 responses to a questionnaire about teachers' perceptions of class size.]

LoCastro, Virginia. 1989. *Large Size Classes : The Situation in Japan*. (Project Report Number 5.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 04 2.

[Analysis of responses by 96 teachers and 94 students in Japan to two questionnaires concerning perceptions of class size.]

Coleman, Hywel. 1989. *Large Classes in Nigeria*. (Project Report Number 6.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 05 0.

[Analysis of responses by 30 university lecturers in Nigeria to two questionnaires concerning perceptions of class size.]

McLeod, Nicki. 1989. *What Teachers Cannot Do in Large Classes*. (Project Report Number 7.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 06 9.

[Categorisation of the difficulties reported by 113 teachers of large classes in several different countries.]

Peachey, Linda. 1989. *Language Learning in Large Classes : A Pilot Study of South African Data*. (Project Report Number 8.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 07 7.

[Analysis of the perceptions of 15 South African primary

teachers of class size and of the difficulties experienced in large classes.]

Sabandar, Jacob. 1989. *Language Learning in Large Classes in Indonesia*. (Project Report Number 9.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 08 5.

[Categorisation of the difficulties reported by 28 lecturers in large classes in an Indonesian university.]

Sarangi, Usha. 1989. *A Consideration of Methodological Issues in Analysing the Problems of Language Teachers in Large Classes*. (Project Report Number 10.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 09 3.

[Account of the five stages in the process of evolving a category system for the analysis of the difficulties experienced by teachers in large classes.]

Coleman, Hywel. 1989. *Approaches to the Management of Large Classes*. (Project Report Number 11.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 10 7.

[Categorisation of approaches to the management of large classes to be found in the literature of ELT and education in general.]

Allwright, Dick. 1989. *How Important Are Lessons, Anyway?* (Project Report Number 12.) Leeds : Lancaster-Leeds Language Learning in Large Classes Research Project. ISBN 1 872351 11 5.

[Discusses possible explanations for the fact that some studies do not show that class size affects rate of learning.]

1.3 General unpublished materials

Bolton, John K. 1988. Larger is sometimes better : Approaches to larger classes. Paper presented at the 22nd Annual TESOL Convention. Chicago, March 1988. ERIC Document Reproduction Service No ED 292 359.

[Based on research at Montgomery College, Washington, D.C., with ESL classes of 75 or more. Argues (a) that teachers have more quality time for students if they teach one large class rather than three or more medium-sized classes, and (b) that students in large classes achieve results which are as good as, and sometimes better than, those in smaller classes.]

Bolton, John K. 1989. Coping with crowded classes : Survival Skills for the innovative teacher. Paper presented at the 23rd Annual TESOL Convention. San Antonio, March 1989.

[Examines the "smaller is better" hypothesis. Looks at student attitudes to large classes. Proposes strategies for managing large classes. Suggests "survival skills" for teachers in large classes.]

Brims, Jim. 1990. Role playing for large classes. Paper presented at the 24th IATEFL Conference. Dublin, March 1990.

[Demonstration of a variety of role play activities.]

Burgess, Sally. 1989. "Good news from the crowded classroom" : Reflections on large classes as a stimulus to curriculum development. Unpublished.

[Teachers of large classes are "fortunate" in that they are "forced to confront issues of classroom interaction patterns, curriculum and syllabus design, and evaluation." Describes situation at University of La Laguna, Tenerife, Spain, where experimentation with large classes has led to introduction of "revolving roles" in groups.]

Carver, David. 1988a. Teachers' perceptions of trends and problems in ELT methodology. (Research Report Number 3.) Edinburgh : Scottish Centre for Education Overseas, Moray House College.

[Participants in three Moray House teacher education programmes were asked to identify their major problems regarding ELT. These responses gave rise to a list of 12 most commonly cited problems, one of which was "The classes contain too many pupils". Respondents to a second questionnaire were then asked to rate these problems in terms of whether they were "not a problem", "a minor problem" or "a major problem". A higher proportion indicated that large classes constitute a "major" problem than did for any of the other 11 problems. Respondents were then asked to rate the problems on a 5-point scale indicating whether these problems are easy, difficult or impossible to solve. The problem of large classes was most frequently rated as

"very difficult to solve" and least frequently rated as having "simple solutions" available.]

Carver, David. 1988b. Teachers' perceptions of trends and problems in ELT methodology. (Research Report Number 5.) Edinburgh : Scottish Centre for Education Overseas, Moray House College.

[Ten suggestions for dealing with large classes, gathered from a variety of sources, were presented in the form of a questionnaire to participants on the Moray House Dip TEFL. Responses concerning the extent to which the proposals could be implemented varied considerably. The most positive response was gained by the idea of using story telling for the whole class; the most negative response was given to the idea of combining with another teacher for workshop type activities. Various conclusions concerning the incorporation of a problem-solving dialogue into teacher education programmes are reached.]

Coleman, Hywel. 1986. The "Risking Fun" procedure : Learning language in large crowds. Demonstration presented at the 20th Annual TESOL Convention, Anaheim, California, March 1986.

[Demonstration of a procedure consisting of a series of interactive activities which function with large numbers of learners and without constant teacher supervision.]

David, Annie. n.d. Remedial second language teaching. Unpublished paper. Hyderabad : Central Institute for English as a Foreign Language.

[Argues that in difficult - "remedial" - situations "communication cannot realistically be visualised ... but can only be aimed at as the target to be reached eventually". Thus teachers of large classes should use choral repetition and drills to help learners internalise the basic language corpus, ready for communicative use at a later date.]

Long, Chris. 1987. The tutor's role in a packaged writing course (SHOP). Unpublished paper.

[Describes system developed in Hong Kong Polytechnic where 5 or 6 English language tutors meet 600-700 engineering students occasionally; responsibility for learning is delegated to groups of three students.]

Sabandar, Jacob. 1989. Language teaching and learning in large classes : Experience versus perception. Paper presented at the TEFLIN (Teachers of English as a Foreign Language in Indonesia) Conference. Jember, Indonesia, October 1989.

[Discusses responses to a questionnaire survey of 28 lecturers teaching English at two universities in eastern Indonesia. All found class size to be a major or the major problem. Largest classes taught averaged 100.3, ranging from 40 to 140. For the majority of respondents, these were

considerably larger than the perceived point at which classes are intolerably large.]

Sarwar, Zakia. 1983. Handling large classes. Paper presented at First International ELT Conference. Islamabad.

[Provides suggestions for working with large classes in Pakistan, in situations where "the physical presence of 150 to 200 students in a class is a hard fact that cannot be ignored." These suggestions include the formation of groups, the use of games, and confidence-boosting activities for the teachers of large classes.]

Sarwar, Zakia. 1990. Adapting individualisation techniques for large classes. Paper presented at the 29th TESOL Convention. San Francisco, March 1990.

[Identifies large classes as one of three problems facing ELT in Pakistan. Describes an experiment, with a voluntary class of 104 young female adults, to increase individualisation of learning tasks and individualisation in large classes.]

Syamaun, Arifin. 1989. Large classes in TESP with special reference to an Indonesian university. Unpublished M.Ed. Dissertation, University of Exeter.

[Discusses the role of English in Indonesia, large ELT classes in Indonesia, experiences in large classes in other countries, and proposed solutions for large classes. Solutions fall into three areas: methodology (classroom environment, group work, communicative activities outside the class, and changing teachers' and students' roles); materials (particularly reading); and evaluation (classroom checks and formal tests).]

Taylor, James. 1981a. Coping with the reality of large, unmotivated classes of secondary school learners of EFL. Paper presented at the 16th IATEFL Conference. Goldsmiths' College, London, December 1981.

[The paper was related to a workshop presented at the same conference; see Taylor 1981b. A summary of the paper, under the title "Coping with the reality of large, unmotivated EFL classes in secondary schools", appeared in *IATEFL Newsletter* 73, June 1982. pp 41-42. The paper is primarily concerned with the issue of motivation in difficult situations, one of the characteristics of which is large classes.]

Taylor, James. 1981b. Large unmotivated classes. Workshop presented at the 16th IATEFL Conference. Goldsmiths' College, London, December 1981.

[The workshop was related to a paper presented at the same conference; see Taylor 1981a. A summary of the workshop appeared in *IATEFL Newsletter* 76, January 1983. p 43. The emphasis was on learners, in pairs, revising textbook dialogues to take account of their own interests.]

Taylor, Margaret. 1989. Language learning and large classes. Unpublished R.S.A. Diploma Project.

[Detailed report of work carried out in a Centre for British Teachers Project in primary schools in Brunei. Classes numbered up to 42. The work discussed consisted of peer observations, teachers' discussions, and workshops.]

Vera, Jose Luis. 1989. Dealing with big groups : Case study. Unpublished.

[Retrospective account, in note form, of a two-year experiment in the use of groups in large classes at University of La Laguna, Tenerife, Spain.]

Worku, Nega. 1989. Language teaching in large classes. Unpublished paper. Asmara : Asmara University Institute of Language Studies.

[Detailed analysis of the responses of 74 English teachers working in 2 tertiary, 7 secondary and 10 primary institutions in Asmara, Ethiopia, to two questionnaires concerning perceptions of class size and practice in large classes. Largest primary class was 86 (average 63); largest secondary class was 86 (average 58); and largest tertiary class was 41 (average 28).]

1.4 Unpublished works by members of the Language Learning in Large Classes Research Project

- 1 Papers presented in the Colloquium, "Language Learning in Large Classes : Current Research"; TESOL Convention, Chicago, Illinois, 1988 :

Allwright, Dick. 1988. An overview of language learning in large classes.

Coleman, Hywel. 1988. The largeness of large classes.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 4.]

Hubbard, Peter. 1988. Language learning in large classes in Mexico

LoCastro, Virginia. 1988. Language learning in large classes in Japan.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 5.]

McLeod, Nicki. 1988. What teachers cannot do in large classes.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 7.]

Sabandar, Jacob. 1988. Language learning in large classes in Indonesia.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 9.]

- 2 Papers presented in the Colloquium, "Language Learning in Large Classes : Research Update"; TESOL Convention, San Antonio, Texas, 1989 :

Allwright, Dick. 1989. Methodological issues in research on large classes.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 3.]

Bolton, John. 1989. Large classes : an American perspective.

Coleman, Hywel. 1989. Approaches to the management of large classes.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 11.]

Hubbard, Peter. 1989. Teaching English to large classes in the University of Guadalajara High School System, Mexico.

LoCastro, Virginia. 1989. Interaction patterns in large classes (Japan).

Ramani, Esther. 1989. Qualitative approaches to research in large classes (India).

- 3 Papers presented in the Panel Discussion, "Language Learning in Large Classes"; IATEFL Conference, University of Warwick, 1989 :

Allwright, Dick. 1989. How important are lessons, anyway?
[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 12.]

Coleman, Hywel. 1989. Approaches to the management of large classes.
[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 11.]

McLeod, Nicki. 1989. Large classes in Malaysia : what do we want to know about them?

Mahmoud, Al-Hafiz. 1989. What teachers claim to do in large classes.

Sarangi, Usha. 1989. A consideration of methodological issues in analysing the problems language teachers experience in large classes.
[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 10.]

- 4 Papers presented in the Colloquium, "Language Learning in Large Classes : Recent Developments"; TESOL Convention, San Francisco, California, 1990 :

Christensen, Torkil. 1990. "And what do they care?" The reactions to differences in class size of new college students in Japan.

Clarke, David. 1990. ELT projects in Africa and large classes.

LoCastro, Virginia. 1990. Student views of large size classes in Japan.

Sarwar, Zakia. 1990. Writing in large classes in Pakistan.

Bolton, John. 1990. Recent developments in language learning in large classes : An American perspective.

Burgess, Sally. 1990. Devolving power in the large class context.

Coleman, Hywel. 1990. The relationship between large class research and large class teaching.

Ramani, Esther. 1990. Using large classes to develop the teacher as researcher.

- 5 Papers presented in the Panel Discussion, "Language Learning in Large Classes : Recent Developments"; IATEFL Conference, Trinity College, Dublin, 1990 :

Kowitz, Johanna. 1990. Large classes at the university level in Egypt.

Allwright, Dick. 1990. Large classes : management problem or self-management opportunity?

Herrera, Juana. 1990. Teaching writing to large groups.

McLeod, Nicki. 1990. Large is embarrassing.

Ramani, Esther. 1990. Using large classes to develop the teacher as researcher.

Coleman, Hywel. 1990. The relationship between large class research and large class teaching.

LoCastro, Virginia. 1990. Student views of large size classes in Japan.

1.5 University of Leeds M.Ed. assignments

Lilley, Christine. 1990. Teaching large English language classes in Kenya : The problems and possible solutions. Unpublished M.Ed.TESOL Negotiated Study. University of Leeds.

[Examines national policy on class size; surveys headteachers' attitudes to large classes through a questionnaire survey; proposes general principles for dealing with the problems.]

Mahmoud, Al-Hafiz. 1989. Analysing what teachers claim to do in large classes. Unpublished M.Ed. TESOL Negotiated Study. University of Leeds

[Analyses reports made by 14 Nigerian university lecturers of the ways they help learners to learn in large classes.]

Peachey, Lyn. 1988. Language learning in large classes : A pilot study of South African data. M.Ed. Negotiated Study. University of Leeds.

[Subsequently published by the Language Learning in Large Classes Research Project as Project Report Number 8.]

Scanlon, Julie. 1990. Language learning in large classes and learner strategies. Unpublished M.Ed. TESOL Negotiated Study. University of Leeds.

[Discusses responses of 94 secondary school learners in Zanzibar to a questionnaire investigating the strategies which they employ in learning English in large classes.]

Worku, Nega. 1988. The potential relevance of the social psychology of collective behaviour for language learning in large classes. Unpublished M.Ed. Dissertation. University of Leeds.

[Considers the literature of behaviour at the levels of collectivity, group and crowd for the study of large classes.]

Section 2 : The learning and teaching of other subjects in large classes

Adler, Keith. 1983. Coping with administrative overload in large classes. *Communication Education* Volume 32, Number 3, July 1983. pp 339-341. ERIC Document Reproduction Service No EJ 282 548.

[Reference from Bolton 1989. Describes a course taught by television, with "availability for conference by telephone at certain hours each day."]

Aronson, J. Richard. 1987. Six keys to effective instruction in large classes : Advice from a practitioner. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 31-37.

[Work based on classes of "up to seven hundred". Six items of advice are : don't be intimidated, prepare carefully, be natural, be personal, prevent students from feeling ... anonymous, stay in touch with teaching assistants.]

Bain, R.K. 1986. On making it play in Peoria. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987. Suggestions for managing large classes, particularly regarding desirable and undesirable student involvement in the lecture.]

Baker, P.J. and Behrens, P.J. 1971. Alternatives to mass instruction in sociology. *The American Sociologist*, Number 6. pp 311-317.

[Reference from Lowman 1987.]

Bamberg, Betty. 1977. *Report of a Survey of the Workload of the California English Teacher*. Redlands, California : California Association of Teachers of English Committee on Composition.

[Reference from Bolton 1989. Discusses factors affecting job satisfaction, including class size. Teachers mention large classes as the major obstacle to composition instruction, but teaching hours are the largest factor in their perception of workload.]

Bell, James and Lewis, Karron G. n.d. Teaching larger business communication classes effectively via small group techniques. Study in progress.

[Contact Dr James Bell, Department of General Business, The University of Texas at Austin, Austin, Texas 78712-1111, USA.]

Berry, Barnett. 1985. Why Miss Dove left and where she went : A case study of teacher attrition in a metropolitan Southeast city. (Occasional Papers in Educational Policy Analysis, Number 414.) ? : Southeastern Regional Council for Educational Improvement. ERIC Document Reproduction Service No ED 256 701.

[Reference from Bolton 1989. Discusses factors affecting

teacher job satisfaction. Class size was the major factor influencing 21% of teachers who left a school district. It was also a more important factor in teacher demoralisation than low salaries.]

Bhushan, V., Jeffries, J. and Nakamura, Irene. Large group instruction in mathematics under flexible scheduling. *Mathematics Teacher*, Volume 61, Number 8. pp 773-775.

[Reference from Ryan and Greenfield 1976.]

Bourke, Sidney. 1986. How smaller is better? Some relationships between class size, teaching practices, and student achievement. *American Educational Research Journal*, Volume 23, Number 4, Winter 1986. pp 558-571.

[Reference from Bolton 1988. A survey of teachers in Melbourne, Australia, found that learner achievement is not a function of class size *per se*. There is a positive correlation between class size and learner achievement when certain teacher practices are employed, and a negative correlation between class size and achievement when these practices are not employed. These practices include probing by the teacher, follow-ups, and waiting for students to formulate answers.]

Bouton, C. and Garth, R.Y. (eds). 1983. *Learning in Groups*. (New Directions for Teaching and Learning, Number 14.) San Francisco and London : Jossey-Bass.

[Reference from Weimer and Kerns 1987. Contains articles on team learning in large classes, and on student engagement and teacher power in large classes.]

Bowman, J.S. 1979. The lecture-discussion format revisited. *Improving College and University Teaching*, Volume 27, Number 1. pp 25-27.

[Reference from Weimer and Kerns 1987. Argues that lecture-discussion method can work successfully in mass instructional settings.]

Brass, D. and Gioia, D. 1985. Never wear your pink shirt in the forum : Student evaluations of teaching the large course. *Organizational Behavior Teaching Journal*, Volume 91. pp 100-103.

[Reference from Weimer and Kerns 1987. Account of student feedback on a team-taught course with two lecturers and 400 students.]

Brock, S.C. 1976. *Practitioners' Views on Teaching the Large Introductory College Course*. Manhattan, Kansas : Center for Faculty Evaluation and Development.

[Reference from Weimer and Kerns 1987. Survey of attitudes of fifteen instructors.]

Brooks, D.W. 1984. Alternatives to traditional lecturing. *Journal of Chemical Education*, Volume 61, Number 10. pp 858-859.

[Reference from Weimer and Kerns 1987. Proposes various alternatives for use in classes up to 200.]

Brooks, Robert P. 1987. Dealing with details in a large class. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 39-44.

[The details discussed are discipline, punctuality, attentiveness, cheating, and use of questioning in large classes.]

Brothen, Thomas F. 1986. Using active learning in large classes. In Steven T. Shomberg (ed.), *Strategies for Activating Teaching and Learning in University Classrooms : A Handbook*. Minneapolis : University of Minnesota. ERIC Document Reproduction Service No ED 276 356.

[Reference from Bolton 1989. Describes a procedure used with classes of 270, in which "students are required to work together on specific tasks that teach concepts or skills. Students use their own and others' resources to work through problems the teacher presents."]

de Peretti, André. 1987a. Les grands groupes et la pédagogie. In FIPF (Fédération Internationale des Professeurs de Français) (ed.), *L'Enseignement du Français dans les Grands Groupes*. (Special issue of *Dialogues et Cultures*, Number 30.) Sèvres : CIEP. pp 32-45.

[Dismisses myth that class size is negatively related to achievement. Insists on the need for small groups or "teams" and for a wide variety of teaching procedures in the large class.]

de Peretti, André. 1987b. *Pour une École Plurielle*. (Essais en Liberté.) Paris : Larousse. ISBN 2-03-508105-X.

[Chapter 4, "Sur la taille des classes", pp 97-126, questions whether learning takes place more effectively in smaller classes. It surveys research in France and Scandinavia which indicates that the highest scoring pupils tend to be found in classes of 26-35, rather than in classes of 16-25.]

de Peretti, André. 1988. Les lois des grands nombres. *Diagonale*, Volume 7. pp 27-44.

Daly, John A. 1986. Communication apprehension in the classroom. In J.M.Civikly (ed.), *Communicating in College Classrooms*. (New Directions for Teaching and Learning, Number 26.) San Francisco : Jossey-Bass.

[Reference from Bolton 1989. Discusses teacher stage fright when facing large numbers.]

Dunham, R.E. and Gleason, M. 1984. Challenges of the introductory course. In K.I.Spear (ed.), *Rejuvenating Introductory Courses*. (New Directions for Teaching and Learning, Number 20.) San Francisco : Jossey-Bass.

[Reference from Weimer and Kerns 1987. Looks at how the purposes of introductory courses can be accomplished, given constraints such as large numbers.]

Erickson, K.V. and Erickson, M.T. 1979. Simulation and game exercises in large lecture classes. *Communication Education*, Number 28. pp 224-229.

[Reference from Weaver and Cotrell 1987.]

Feld, Scott L. and Grofman, Bernard. 1977. Variation in class size, the class size paradox, and some consequences for students. *Research in Higher Education*, Volume 6. pp 215-222.

["Even where a total allocation of resources is fixed, it is often possible to vary the distribution of the given resources. This distribution can have important, if sometimes hidden, consequences. In the case of universities, considering the mean class size as given, three nonobvious consequences of the amount of variation in class size are examined. (1) The average class size experienced by students is directly related to the amount of variation in class size. (2) Overall student attendance is inversely related to the amount of variation in class size. (3) Overall student participation time is directly related to the amount of variation in class size. The logic of these relationships is explored, and data on 49 departments and interdisciplinary programs at one university are used to illustrate the nature and extent of the class size paradox."]

Feldman, K.A. 1984. Class size and college students' evaluations of teachers and courses : A closer look. *Research in Higher Education*, Volume 21, Number 1. pp 45-116.

[Reference from Wulff, Nyquist and Abbott 1987.]

FIPF (Fédération Internationale des Professeurs de Français) (ed.). 1987. *L'Enseignement du Français dans les Grands Groups*. (Special issue of *Dialogues et Cultures*, Number 30.) Sèvres : CIEP.

[Articles survey large class situation in approximately a dozen different countries. Articles include the following, noted separately in this Section :
de Peretti, André. 1987a.]

Frederick, Peter J. 1987. Student involvement : Active learning in large classes. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 45-56.

[Provides suggestions for interactive lectures, questioning, using small groups in large classes, critical-thinking and problem-solving exercises, and large class debates and role-plays.]

Giaque, Gerald S. 1984. Teaching extra-large foreign language classes. Northern Arizona University. ERIC Document Reproduction Service No ED 247 763.

["High quality instruction can be achieved in a foreign language classroom even though the class may be large by traditional standards, with as many as 60 students. Attitudes, class structure, classroom activities, and the teacher's role all play a part in this process in such classes."]

Gleason, M. 1986a. Better communication in large courses. *College Teaching*, Volume 34, Number 1. pp 20-24.

[Reference from Weimer and Kerns 1987. Identifies five environmental conditions which hamper communication in large classes.]

Gleason, M. 1986b. An instructor survival kit : For use with large classes. *AAHE Bulletin*, Volume 39, Number 2. pp 10-14.

[Reference from Weimer and Kerns 1987. A compendium of practical suggestions.]

Goetz, Ernest T., Alexander, P. and Burns, C.W. 1983. *Elaborative Strategies : Promises and Dilemmas for Instruction in Large Classes*. College Station, Texas : Texas A & M University.

[Reference from Bolton 1989. "Generative activity" is proposed for classes of 70+ psychology students, but "students may need training in the use of generative processes" and "students may not be comfortable when asked to engage in generative activity."]

Hazeltine, B. 1981. Undergraduate TAs in big courses : Everybody wins. *Engineering Education*, Volume 71, Number 5. pp 363-365.

[Reference from Weimer and Kerns 1987. Discusses advantages of using undergraduate teaching assistants in large classes.]

Herr, Kay. 1984. Improving teaching and learning in large classes : A practical manual. Fort Collins, Colorado : Colorado State University Instructional Services. ERIC Document Reproduction Service No ED 268 921.

[Reference from Bolton 1989. Emphasises importance of seeing lectures as not being an efficient method of communicating information. However, lectures may have other functions, such as drawing students' attention to a topic.]

Hopper, Harold and Keller, Helen. 1966. *Writing Skills : Are Large Classes Conducive to Effective Learning?*. Fort Pierce, FL : Indian River Junior College.

[Reference from Bolton 1988. A survey which indicates that teachers and students perceive small classes as "necessary for effective instruction".]

Hudson, H.T. 1985. Teaching physics to a large lecture section. *The Physics Teacher*, Volume 23, Number 2. pp 80-84.

[Reference from Weimer and Kerns 1987. Identifies four principles for a well-organized large class.]

Kabel, R.L. 1983. Ideas for managing large classes. *Engineering Education*, Volume 74, Number 2. pp 80-83.

[Reference from Weimer and Kerns 1987. Discussion of techniques for giving and marking assignments in industrial chemistry classes of 120.]

Kain, E. 1986. The mass class as theatre : suggestions for improving the chances of a hit production. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987. "Proposes useful and logically backed suggestions, which are just what the less entertaining and meeker/milder faculty need."]

Kogut, L.S. 1984. Quality circles : A Japanese management technique for the classroom. *Improving College and University Teaching*, Volume 32, Number 3. pp 123-127.

[Reference from Weimer and Kerns 1987. Quality circles are used as a means for keeping in touch with the feelings of students in large classes.]

Lewis, Karron G. 1982. The large-class analysis project : Final report. Unpublished manuscript.

[Contact Dr Karron G. Lewis, Center for Teaching Effectiveness, The University of Texas at Austin, Austin, Texas 78712-1111, USA.]

Lewis, K. and Woodward, P. 1984. What really happens in large university classes? Paper presented at the Annual Meeting of the American Educational Research Association. ERIC Document Reproduction Service No ED 245 590.

["Teaching and learning activities that occurred in large university classes were studied with attention to the extent students are being involved and whether that involvement makes a difference in their attitudes and performance. At the University of Texas at Austin, 19 large (100 students and larger) classes, representing the college of liberal arts, natural sciences, engineering, and business, were studied. Each class was observed at least once a week. ... Findings include the following : students rated instructors more highly who tested at higher cognitive levels (e.g., gave essay exams); instructors who relied heavily upon visuals were rated lower than those who used them only at strategic points; all of the instructors lectured an average of 80-95 per cent of each class."]

Littlejohn, Mary. 1973. A mastery approach for large classes in introductory educational psychology. Paper presented at the Annual Meeting of the American Educational Research Association. New Orleans, February-March 1973.

[Reference from Bolton 1989. Suggests a "learning-for-mastery approach" in which students take "frequent quizzes in one or more alternate forms ... until mastery is achieved."]

Lowman, Joseph. 1987. Giving student feedback. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 71-83.

[Suggestions for the provision of feedback, under the headings "Evaluation that promotes a learning orientation in large classes", "General suggestions ...", "Common in-class methods of evaluation in large classes", and "Common out-of-class methods".]

McConnell, C.R. and Sosin, Kim. 1984. Some determinants of student attitudes toward large classes. *Journal of Economic Education*, Volume 15, Number 3. pp 181-190.

[Reference from Bolton 1989. A survey of economics and business students who were "unfavorably disposed to large classes." Results show that "what correlated with their negative opinions was not the variable of class size, but other variables such as the popularity of the instructor, grades, subject matter, and even the gender of the evaluating student."]

McGee, R. (ed.). 1986a. *Teaching the Mass Class*. Washington D.C. : American Sociological Association.

[Reference from Lowman 1987. Includes papers on control over student involvement in large classes, on parallels between the theatre and large classes, on encouraging personal contact in large classes, on classroom organization, and on teacher preparation for facing large classes.]

McGee, R. 1986b. Practical problems of mass instruction : a personal memorandum. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987. "Particularly good advice on mental and emotional preparation for teaching" large classes.]

McGee, R. 1986c. Afterword. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987.]

McKeachie, Wilbur J. 1980. Class size, large classes, and multiple sections. *Academe*, February 1980. pp 24-27.

[Reference from Bolton 1989. Reports a survey of large classes at the University of Minnesota. "In psychology, philosophy, accounting, law, and education ... large groups correlated with achievement positively. However, there was a superiority of performance for smaller classes in French." Warns that research instruments may favour small classes.]

McKeachie, Wilbur J. 1986. *Teaching Tips : A Guidebook for the Beginning College Teacher*. Lexington, Mass : Heath. 8th edition.

[Reference from Weimer and Kerns 1987. Chapters 19-22 discuss various aspects of teaching in large classes.]

Macomber, F.G. and Siegel, L. 1957. A study in large-group teaching procedures. *The Educational Record*, Volume 38. pp 220-229.

[Reference from Glass, Cahen, Smith and Filby 1976.]

Maring, Gerald H., Furman, Gail and Blum-Anderson, Judy. n.d. Five cooperative learning strategies for mainstreamed youngsters in content area classrooms. Unpublished paper. ERIC Document Reproduction Service No ED 258 369.

[Reference from Bolton 1989. Strategies concern roles of group members, group objectives, relationships between members, etc.]

Meiller, Roy D. 1965. The teaching of biology and physical science in large and small groups in Arlington High School, Arlington Heights, Illinois. Unpublished Ed.D. dissertation, Colorado State University.

[Reference from Ryan and Greenfield 1975.]

Michaelsen, L.K. 1983. Team learning in large classes. In C. Bouton and R.Y.Garth (eds), *Learning in Groups*. (New Directions for Teaching and Learning, Number 14.) San Francisco : Jossey-Bass.

[Reference from Weimer and Kerns 1987. "Team learning is an instructional format ... (that makes) extensive use in the classroom of permanent, heterogeneous, six- or seven-member student learning groups."]

Monk, G.S. 1983. Student engagement and teacher power in large classes. In C.Bouton and R.Y.Garth (eds), *Learning in Groups*. (New Directions for Teaching and Learning, Number 14.) San Francisco : Jossey-Bass.

[Reference from Weimer and Kerns 1987. Description of restructuring of a maths course "with the aim of forcing students to work through basic courses' procedures and concepts."]

Moore, Shirley B. 1977. Large classes : A positive point of view. *Improving College and University Teaching*, Volume 25, Number 1, Winter 1977. pp 20-21.

Morrissey, Thomas J. 1982. The five minute entry : A writing exercise for large classes in all disciplines. *Exercise Exchange*, Volume 27, Number 1, Fall 1982. pp 41-42.

[Reference from Bolton 1989. Proposes a short writing task at the beginning of every large class session, based on set reading. Assessment is only in terms of whether the essay shows evidence of the student having done the required reading.]

Moss, G.D. and McMillen, D. 1980. A strategy for developing problem-solving skills in large undergraduate classes. *Studies in Higher Education*, Volume 5, Number 2. pp 161-171.

[Reference from Weimer and Kerns 1987. Based on a problem concerning foreign policy formulation.]

Murray, Harry G. 1987. Acquiring student feedback that improves instruction. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 85-96.

[Discusses use of a "Teacher Behaviors Inventory" to be completed by students in large classes.]

Pardy, R.L. and Mortensen, L. 1984. The biology hot-line : Use of a telephone answering device in large classes. *Improving College and University Teaching*, Volume 32, Number 4. pp 188-190.

[Reference from Weimer and Kerns 1987. Describes an experiment which encouraged students from a class of 300 to leave comments and questions on an answering machine.]

Parrot, A. 1986. Structuring a large Human Sexuality class to provide students with the personal contact of a small class. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987. Provides detailed description of course structure with guidelines for responsibilities of instructors and teaching assistants.]

Pultorak, R.W. 1985. The colloquium module : Rx for somnifacient lectures. *Journal of College Science Teaching*, Volume 14, Number 5. pp 421-423.

[Reference from Weimer and Kerns 1987. Suggestions for group work associated with reading assignments.]

Reinelt, Rudolf. 1988a. Generally addressed questions in large classes. In Torkil Chistensen (ed.), *The Learner in Large Classes*. (Special issue of *The Language Teacher*, Volume 12, Number 12, November 1988.) pp 15-18.

[Considers generally addressed questions (= questions asked by the teacher but not directed to a specific individual) in German language classes in Japan. Learners in Germany and Japan respond differently to such questions. Makes proposals for encouraging Japanese learners to respond to generally addressed questions.]

Reinelt, Rudolf. 1988b. "Heldentod" : Eine Behandlung. Osaka : Seminar für Literaturdidaktik.

[Reference from Reinelt 1988a. Explains "how to treat a history text in large classes without resorting to translation and by involving the maximum number of students."]

Rosenkoetter, J.S. 1984. Teaching psychology to large classes : Videotapes, PSI, and lecturing. *Teaching Psychology*, Volume 11, Number 2. pp 85-87.

[Reference from Weimer and Kerns 1987. Discusses three techniques for the teaching of psychology in large classes.]

Silverstein, B. 1982. Teaching a large lecture course in psychology : Turning defeat into victory. *Teaching Psychology*, Volume 9, Number 3. pp 150-155.

[Reference from Weimer and Kerns 1987. Based on experience of teaching psychology to a class of 1200; considers general educational goals in such situations.]

Smith, W.M. 1975. The use of PSI in large-course instruction. In G.L.Wolford and W.M.Smith (eds), *Large-Course Instruction*. Hanover, New Hampshire : Office of Instructional Services and Educational Research and Department of Psychology, Dartmouth College.

[Reference from Weimer and Kerns 1987. Provides theoretical and practical background for use of Personalized System of Instruction (PSI) in large classes.]

Stanton, H.E. 1978. Small group teaching in the lecture situation. *Improving College and University Teaching*, Volume 26, Number 1, Winter 1978. pp 69-70.

[Reference from Weaver and Cotrell 1987. Provides advice for lecturers inexperienced in use of small groups.]

Stern, H.H. 1983. *Fundamental Concepts of Language Teaching*. Oxford : Oxford University Press.

[Very briefly discusses educational sociology and economics of education and what they have to say about class size, pp 426-427.]

Sundgren, A.S. 1986. Working the crowd : organizing and controlling the mass class. In R.McGee (ed.), *Teaching the Mass Class*. Washington, D.C. : American Sociological Association.

[Reference from Weimer and Kerns 1987. Advice on organizing teaching assistants.]

Tribe, Diana M. and Tribe, A.J. 1987. Lawteach : An interactive method for effective large group teaching. *Studies in Higher Education*, Volume 12, Number 3. pp 299-310.

["Outlines the piloting, development and evaluation of a curriculum innovation for undergraduates (which) was designed to teach law to large groups at progressively higher levels of cognitive functioning. The innovation is a substantial modification of the case method, in which the lecturer poses questions to students. ... Traditional lecturing in which the lecturer talks and the students take notes does not occur at all." The method has been tried with groups of up to 100.]

University of Illinois. n.d. *Teaching Large Classes*. Urbana-Champaign : Office of Instructional and Management Services.

[Reference from Weimer and Kerns 1987. Pamphlet containing advice on planning and teaching in large classes.]

Wales, C.E. and Nardi, A. 1981. What can you do to improve student performance in a large class? *Engineering Education*,

Volume 71, Number 5, February 1981. pp 336-340.

[Reference from Weimer and Kerns 1987. Identifies four variables influencing student performance.]

Weaver, Richard L. 1982. Positive qualities of the large group lecturer. *Focus on Learning*, Number 8. pp 10-13.

[Reference from Weaver and Cotrell 1987.]

Weaver, Richard L. 1983. The small group in large classes. *The Educational Forum*, Volume 48, Number 1, Fall 1983. pp 65-73.

[Reference from Weaver and Cotrell 1987. Identifies five specific uses for small group discussions in large classes : to look at assigned readings, to develop new ideas, to extend lecture material, to solve problems, to examine students.]

Weaver, Richard L. and Cotrell, Howard W. 1987. Lecturing : Essential communication strategies. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 57-69.

[Argues that "passion" can create "the intense, driving, transcending feeling that can raise lecturing to a special plane of greatness."]

Weimer, Maryellen Gleason (ed.). 1987a. *Teaching Large Classes Well*. (Special issue of *New Directions for Teaching and Learning*, Number 32, Winter 1987.) San Francisco and London : Jossey-Bass.

[This volume consists of articles by the following educationists working in the American tertiary system. A wide range of approaches is represented. Each article is noted separately in this section unless otherwise stated.

Weimer, Maryellen Gleason. 1987b.

Knapper, Christopher. 1987. See Section 3 below.

Wulff, Donald H., Nyquist, Jody D. and Abbott, Robert D. 1987.

Aronson, J. Richard. 1987.

Brooks, Robert P. 1987.

Frederick, Peter J. 1987.

Weaver, Richard L. and Cotrell, Howard W. 1987.

Lowman, Joseph. 1987.

Murray, Harry G. 1987.

Weimer, Maryellen Gleason and Kerns, Mary-Margaret. 1987.]

Weimer, Maryellen Gleason. 1987b. Editor's notes. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 1-3.

[Survey of the papers constituting her collection (Weimer 1987a). Class sizes of at least 100 are taken as the starting point. Characteristics of the large class are that the possibility of an "individual relationship" between teacher and student is precluded, not every student who wishes to speak can be given an opportunity, and the marking of written work can be totally time-absorbing. Aims to provide practical alternatives rather than "radical

alterations" in classroom practice. "To those students who will attend large classes, we have an obligation to do something more than debate the propriety of various class sizes."]

Weimer, Maryellen Gleason and Kerns, Mary-Margaret. 1987. A bibliography of ideas for practitioners. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 97-103.

[32 titles, under the following headings : "Being able to teach without always having to lecture", "Large audiences are unnerving", "Getting students to think", "Providing quality learning experiences in introductory courses", "The impersonal climate of the large class", "Making the most of teaching assistants", "Providing good feedback", "Doing the best possible job", "How faculty in other disciplines cope with large classes", and "Locating good general references on teaching large courses". All items from Weimer and Kerns are included in Section 2 of the present bibliography.]

Wolford, G.L. 1975. Assessment of student performance. In G.L. Wolford and W.M. Smith (eds), *Large-Course Instruction*. Hanover, N.H. : Office of Instructional Services and Educational Research and Department of Psychology, Dartmouth College.

[Reference from Weimer and Kerns 1987. Discusses reliability and validity of different tests when used in large classes.]

Wolford, G.L. and Smith, W.M. (eds). 1975. *Large-Course Instruction*. Hanover, N.H. : Office of Instructional Services and Educational Research and Department of Psychology, Dartmouth College.

[Reference from Weimer and Kerns 1987. Includes articles on the use of personalized instruction, on student assessment in large classes, and on the evaluation of teacher effectiveness in large classes.]

Wulff, Donald H., Nyquist, Jody D. and Abbott, Robert D. 1987. Students' perceptions of large classes. In Maryellen Gleason Weimer (ed.), *Teaching Large Classes Well*. San Francisco and London : Jossey-Bass. pp 17-30.

[Analysis of survey of 800 students. For 58%, classes become large somewhere between 75 and 150. 41% preferred classes over 100 in size. Topics dealt with include students' positive and negative feelings about large classes, students' perceptions of the amount learned in large classes, students' perceptions of the characteristics of the ideal teacher of a large class, and students' evaluation of their own learning in large classes.]

Section 3 : Class size and achievement

Aftreth, Orville B. 1965. The class size experiment. Report to the Board of Education, San Diego City Schools, 13 April 1965. Unpublished report.

[Reference from Ryan and Greenfield 1975.]

Anderson, Gary J. and Walberg, Herbert J. 1971. Class size and the social environment of learning : A mixed replication and extension. Paper presented as part of the symposium "The Assessment and Analysis of Learning Environments". American Educational Research Association Annual Meeting, New York, February 1971.

[Reference from Ryan and Greenfield 1976.]

Anderson, Gary J. and Walberg, Herbert J. 1972. Class size and the social environment of learning : A replication. *Alberta Journal of Educational Research*, Volume 28, Number 4. pp 277-286.

[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]

Anderson, Kenneth E. 1950. The relationship between teacher load and student achievement. *School Science and Mathematics*, Volume 50, Number 440. pp 468-470.

[Reference from Ryan and Greenfield 1976.]

Anonymous. 1966. Reports on class size. *Childhood Education*. Volume 43, Number 1. pp 11-13.

[Reference from Ryan and Greenfield 1976.]

Anonymous. 1967. Research and class size : The critical first years of school. *British Columbia Teacher*, Volume 46, Number 4. pp 158-161.

[Reference from Ryan and Greenfield 1976.]

Barker, R.G. and Gump, P.V. 1964. *Big School, Small School*. Stanford, California : Stanford University Press.

[Reference from Glass, Cahen, Smith and Filby 1982.]

Bartlett, Claudia and Williams, Phyllis. 1971. Relationship of class size and various cognitive variables to academic achievement. Paper presented at a Meeting of the California Educational Research Association. San Diego, 20 November 1971.

[Reference from Bolton 1989. It is suggested that teachers' worry about large classes is "self-induced and contrary to the findings of objective research." Furthermore, student achievement is "independent of class size and of student preference for various class sizes. Students achieved even when they were assigned to classes other than the classes they said they preferred."]

Blake, Howard E. 1954. Class size : A summary of selected studies in elementary and secondary public schools. Unpublished doctoral

dissertation, Teachers College, Columbia University.

[Reference from Ryan and Greenfield 1975.]

Bolander, S.F. 1973. Class size and levels of student motivation. *The Journal of Experimental Education*, Volume 42. pp 12-17.

[Reference from Glass, Cahen, Smith and Filby 1982.]

Bourke, S. 1986. How smaller is better? Some relationships between class size, teaching practices and student achievement. *American Educational Research Journal*, Volume 2, Number 4. pp 558-571.

[Reference from Reinelt 1988a. Class size is only one of a cluster of factors affecting achievement in mathematics classes.]

British Columbia School Trustees Association. 1974. *Class Size and Pupil-Teacher Ratio*. Vancouver : British Columbia School Trustees Association.

[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]

Cahen, L.S. and Filby, N.N. 1979. The class size / achievement issue : New evidence and a research plan. *Phi Delta Kappan*, March 1979. pp 492-495 and 538.

[Reference from Jamison 1982. Description of research at Far Western Regional Laboratory, San Francisco, to identify what makes small classes better.]

Cahen, L.S., Filby, N.N., McCutcheon, G. and Kyle, D.W. 1981. Class size and instruction : A field study. Unpublished manuscript.

[Reference from Glass, Cahen, Smith and Filby 1982.]

Cannon, Gwendolyn M. 1966. Kindergarten class size : A study. *Childhood Education*, Volume 43, Number 1, September 1966. pp 9-11.

[Reference from Ryan and Greenfield 1976.]

Carr, W.G. 1932. New angle of attack needed on class size research. *Nations Schools*, Volume 10. pp 27-30.

[Reference from Wright, Shapson, Eason and Fitzgerald 1977.]

Choppin, B. 1980. Review of meta-analyses on class size. *Educational Research*, Volume 22. pp 232-233.

[Reference from Glass, Cahen, Smith and Filby 1982.]

Clark, Michael C. and Petersen, F. Thomas. 1975. Class size and college teaching : Does it really make any difference? St Joseph, MN : College of St Benedict. ERIC Document Reproduction Service No ED 125.381.

[Reference from Bolton 1989. Large classes "seem not to cause an erosion in quality from the point of view of administrators who see no significant contrast between small and large classes in instructional process or product."]

Clarke, S.C.T. and Richel, Sandra. 1963. *The Effect of Class Size and Teacher Qualifications on Achievement*. (Research Monograph Number 5.) Edmonton, Alberta : Alberta Teachers' Association.
[Reference from Ryan and Greenfield 1976.]

Cohen, Louis and Manion, Lawrence. 1989. *Research Methods in Education*. 3rd edition. London : Routledge. pp 212-216.
[A section on meta-analysis in educational research discusses the work of Glass et al. 1982 (noted elsewhere in this section) and Glass and Smith 1978 (also noted separately).]

Coleman, Peter. 1971. Pupil-teacher ratios and the use of research findings in educational policy-making. (Occasional Paper Number 5.) Manitoba Association of School Trustees. ERIC Document Reproduction Service No 058 640.
[Reference from Ryan and Greenfield 1975.]

Cope, Charles Lucius, Jr. 1980. A comparison of a large lecture format featuring small group discussion with a traditional lecture-test format in a division mathematics course. *Dissertation Abstracts International*, Volume 41 (03A), 973.
[Reference from Bolton 1989. Compared performance of an experimental class of 80, taught occasionally in small groups, with a control class of 30. Learner satisfaction was higher in the experimental large class, but achievement showed no significant difference.]

Cornman, O.P. 1909. Size of classes and school progress. *The Psychological Clinic*, Volume 3. pp 206-212.
[Reference from Glass, Cahen, Smith and Filby 1982.]

Cotton, K. and Savard, W.G. 1980. Class size research on school effectiveness project : Topic summary report. Portland, Oregon : Northwest Regional Educational Laboratory. ERIC Document Reproduction Service No ED 214 705.
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[Illustrates "methods by which empirical research results concerning cost and effectiveness can be combined to assist in making choices on how to improve school quality." Also, argues that the provision of media such as textbooks or radio would "usually be far more cost-effective in low-income countries than would reducing class size." In high income countries, the situation is not so clear, unless the cost of computer-assisted instruction continues to fall relative to teachers' salaries. Reprinted as Jamison n.d.]

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[Concerned with the effectiveness of the learning experience in a large class. Puts forward a list of seven questions which the teacher of large classes needs to ask him/herself concerning the following topics : objectives of large class teaching, assessment of learners, relationship between lecture and other teaching modes, techniques in the large class, involvement of teaching assistants, encouragement of learning-to-learn, evaluation of teaching.]

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[Nine major conclusions, concerning definition of "large class", teachers' individualisation of instruction in classes perceived as small, relationship between class size and achievement, student attitudes to class size, etc. "The most important variable in the classroom situation is the teacher. Class size research has failed to adequately control or manipulate the teacher variable, and until this is done we will not have a complete picture of the effects of class size." (p 225)]

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[Reference from Bolton 1988. A review of the literature and an annotated bibliography. Concludes that "For the most part, the findings show that large classes versus small classes have *little or no effect* in student performance."]

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[Reference from Jamison 1982. "Class size affects the quality of the classroom environment. ... Class size affects pupils' attitudes. ... Class size affects teachers."]

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Section 4 : Cultural background to large classes

Bilgrami, H.H. and Ashraf, S.A. 1985. *The Concept of an Islamic University*. (Islamic Monograph Series 3.) London : Hodder and Stoughton, for the Islamic Academy, Cambridge.

[Section on "Early Muslim Education", pp 19-21, covering the first four centuries of Hijrah, discusses twelve characteristics of the education system. The last of these features is the method of teaching, in which classes of up to 1000 students occurred : "The method of instruction of higher learning was unique. The teacher gave his lecture, uttering phrases or sentences one by one. A student or a teaching assistant would recite the same words loudly, so that they could be taken down by the students. The teacher would then start the discussion with those students sitting near him, and the circle of discussion would expand. ... Sometimes in a lecture more than five hundred inkpots were seen. This meant that more than a thousand students were attending the lecture and taking notes." (p 21)]

Dadié, Bernard B. 1971. *Climbié*. Translated by Karen C. Chapman. 1st edition in French, 1956. London, Ibadan, Nairobi : Heinemann. [Novel set in Côte d'Ivoire. Passage, p 10, describes parents' pressure on headmaster to cram more children into already full classes.]

Mo, Timothy. 1983. *Sour Sweet*. London : Abacus/Sphere. [Novel dealing with Chinese community in London in 1970s. Passage, p 237, describes private Chinese language classes for children of the community, with 70-80 children per class - a 'reassuring' number.]

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